



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

COMMERCIAL HIGH SCHOOLS. From Annual Report (1896) of DR. EDWARD BROOKS, Superintendent of Public Schools, Philadelphia, Pa.

ONE of the significant facts of the times is the demand for an education that fits young men for the practical demands of the business world. This demand, he says, has modified the old course of studies in American schools, and in Philadelphia has established two manual training schools, put a business department in the Girls' High School, made possible the Wharton School of Finance in the University of Pennsylvania, and led to the organization of a number of private institutions with art and industrial departments. But there is no school in which boys may be prepared for commercial and business life specifically. In Europe it is recognized that brains are needed in commercial as in professional life, and the educational systems there provide for commercial high schools for training young men for industrial pursuits.

The conditions in this country today are ripe for commercial high schools. Our manufacturers are daily seeking foreign trade. It is a misfortune for our business men that so few of them speak any foreign languages, and that not many of them understand the underlying principles of political economy and of sound finance, except as they have learned them through the sometimes bitter school of experience. Not so, however, with their business rivals in Europe. The foreign youth who intends to make business his lifework prepares himself as assiduously for it as he would for a profession. The commercial high school offers him the means.

With its course in modern languages, its course in finance and political economy, its course in commercial geography combined with instruction in his own vernacular, this school prepares him for a struggle in which knowledge alone is the basis of actual judgment. Is it at all surprising that we fail to compete successfully when the business training of our youth is haphazard or largely the result of an accident? Is it to be wondered at that a business committee must go by way of Europe to investigate the conditions of trade with South America?

NOTES

NEWARK, N. J., has appropriated \$300,000 for a new high-school building. A lot has been purchased and architects are at work.

DR. W. N. BARRINGER has resigned the superintendency of schools in Newark, N. J., and Superintendent Gilbert, of St. Paul, has been elected to fill the vacancy.

THE December SCHOOL REVIEW will be devoted, according to custom, to the report of the meeting of the New England Association of Colleges and Preparatory Schools.

THE Michigan Schoolmasters' Club and the Association of English Teachers for the Northwest will meet together at Ann Arbor Friday and Saturday, November 27 and 28. Programmes will be issued about November 10.

THE President of the New York City Board of Education has decided, in order to put a stop to cigarette smoking among the pupils of the public schools, to give a badge to every pupil of the school having the largest proportionate roll of anti-cigarette smokers.

A NEW song book is always entitled to consideration. *Songs of the Nation*, just issued by Silver, Burdett & Co., seems to be particularly meritorious. Its contents certainly do not lack variety, for there are patriotic songs of all countries, domestic songs, college songs, and devotional songs. Good judgment has been exercised in making the selections.

IN January we shall begin the publication of a very complete Bibliography of Secondary Education, prepared by Professor Elmer E. Brown of the University of California. This will be followed by the serial publication of a History of Secondary Education, upon which Professor Brown has been engaged for a long time, and which he now has nearly ready for the printer.

MESSRS. HOUGHTON, MIFFLIN & Co. during the coming school year will issue eighteen regular numbers of the Riverside Literature Series. The high standard of the numbers already brought out will be fully sustained by the masterpieces which will be added in the coming year. They also announce for immediate issue a new edition of "A Primer of American Literature" by Professor C. F. Richardson of Dartmouth College.

THE National Educational Association holds its next meeting at Milwaukee, July 6-9, 1897. Minneapolis, it seems, had another big convention at the regular time for the National Educational Association to assemble; the two together were too much for Minneapolis, and so Milwaukee gets the prize. The Exposition Hall in Milwaukee will seat at least ten thousand, so next year all will have a chance to hear the speakers at the general meetings.

It is becoming daily increasingly evident, as we are coming more and more into the habit of thinking of a certain set of phenomena as pertaining to the science of sociology, that education must be treated in the future largely from a sociological standpoint. It is therefore important, and indeed all but essential, for those who are interested in the larger problems of education to have some acquaintance with the scope and problems of sociology. For this purpose the *Introduction to Sociology*, by Arthur Fairbanks (Charles Scribner's Sons), is an excellent handbook.

Two articles of very considerable interest to teachers are found in Appleton's *Popular Science Monthly* for October. The first is "A Measure of Mental Capacity," by Dr. Emil Kraepelin. The other is "The Educational

Value of Children's Questioning," by H. L. Clapp. The latter writer seems to us to revert to the doctrines of the monitorial system which were so ably and delusively preached at the beginning of this century by Lancaster and Bell. The enthusiastic ideal of that movement was to obtain a school of one thousand children teaching themselves. Mr. Clapp's idea seems to be somewhat similar to this.

THE third annual meeting of the Association of English Teachers of the North Central States will be held at Ann Arbor, Mich., in connection with the Schoolmaster's Club of that state, on Friday and Saturday, November 27 and 28 next. Hon. George Anton, Supervisor of Minnesota high schools will give the principal address. Professor O. F. Emerson of Western Reserve University, Professor Joseph Denney of Ohio State University, Mrs. Harriet Brainard of Chicago, will read papers. The membership of this association includes the states of Minnesota, Iowa, Missouri, Kansas, Nebraska, Wisconsin, Michigan, Illinois, Indiana, and Ohio. Any further information may be obtained by addressing C. W. French, Chairman Executive Council, Hyde Park High School, Chicago.

THE Chicago Institute of Education has undertaken a most interesting experiment. Last June a committee of sixty was appointed for the promotion of field work in nature study in the city schools. This large committee has been divided into nine subcommittees which have outlined the work and perfected the organization in a manner that indicates a thorough study of the situation and full comprehension of possibilities. The president of the Committee of Sixty is Wilbur S. Jackman of the Chicago Normal School. The report of the committee has been printed, and teachers in other cities interested in similar work could undoubtedly obtain a copy by addressing Professor Jackman.

IF imitation is the sincerest flattery we ought to feel much elated over the treatment accorded to the SCHOOL REVIEW by the *Canada Educational Monthly* of Toronto. A few months ago this journal reprinted entire an article from the SCHOOL REVIEW, adding the author's name but giving no credit whatever. A polite note to the editor, calling his attention to the mistake, brought no reply. The October number of this interesting journal contains in full Professor Russell's letter on "What Constitutes a Secondary School" in the September SCHOOL REVIEW. This is credited to the *Educational Review*. Evidently the standards of educational journalism are different in Canada and the United States.

HIGH schools and academies which have debating societies—and those that do not ought to—have recently been able to secure three interesting and valuable books for their libraries, namely, *Public Speaking and Debate*, by George J. Holyoake, a book long before the public, now issued in a revised

edition; *Briefs for Debate on Current, Political, Economic and Social Topics*, edited by W. Du Bois Brookings and Ralph Curtis Ringwalt, with an introduction by Professor Albert Bushnell Hart, of Harvard University; and *Principles of Argumentation*, by George Pierce Baker. *Briefs for Debate* is issued by Longmans, Green & Co., and the others by Ginn & Co. The *Briefs for Debate* and the *Principles of Argumentation* are intended for the use of college classes, but both, and the latter especially, will be most valuable allies to the teacher whose aid is sought by enthusiastic young people who are to prepare arguments for the next school debate. Mr. Holyoake's book deals with the general characteristics of debate, having for its subtitle, "A Manual for Advocates and Agitators." It is certainly full of wise and interesting suggestions for public controversial speakers.

THE eighth Educational Conference of the High Schools and Academies affiliating or coöperating with The University of Chicago will be held at the University Friday and Saturday, November 13 and 14. Addresses will be given Friday afternoon and evening by Professor Edmund J. James of The University of Chicago, and Superintendent Newton C. Dougherty of Peoria. Saturday forenoon will be devoted to a general conference, before which short papers will be presented upon the following topics:

- (1) How can the Faculty of The University of Chicago be brought into direct touch with the students of the High Schools and Academies affiliating or coöperating with the University?
- (2) Specialization of the work of teachers in the secondary schools.
- (3) The tendency of students to omit the college course that they may enter professional schools direct from the secondary schools.
- (4) High School Extension.

Saturday afternoon will be devoted to departmental conferences. These conferences will be under the charge of the various departmental examiners, and topics of special interest to teachers in the different departments will be discussed.

THE University of the State of Missouri has issued a pamphlet of some twenty pages entitled *Suggestions to Secondary Schools for the Equipment of Laboratories of Physics, Chemistry, Biology, Physiology and Physical Geography, and Libraries of Latin, Greek, History and English*. The issuing of this pamphlet seems to us a most admirable illustration of the kind of work that a university ought to do in behalf of the secondary schools. There can be no doubt that the University of Missouri under President Jesse's leadership is exercising the best possible influence on the whole educational system of the state. As for the pamphlet itself, we are sorry to note a misprint in the fourth line of the title-page. Documents issued by universities for the sake of helping other schools ought to be models of careful preparation; one such glaring typographical error will cause many a careful secondary teacher to have a sort of subconscious suspicion in regard

to the contents of the pamphlet. The suggestions have, however, evidently been prepared with thoroughness, care, and very fair comprehension of the needs of secondary schools.

A GOOD many English schoolbooks are being introduced into the United States by international publishing houses. These are, of course, prepared primarily for some specific use in England; it is therefore not surprising that few of them fit exactly into our system, or that many of them do not fit at all. The books themselves are often, and perhaps usually, of a very high order of excellence and can undoubtedly find a place in some exceptionally situated schools. These reflections are prompted by an examination of the *History of Rome to the Death of Caesar*, by W. W. How and H. D. Leigh, which has recently been published by Longmans, Green & Co. The authors state that they have endeavored in this short history "to meet the requirements of the upper forms in schools and of the pass examinations at the universities." Great prominence has been given to the development of the constitution. The illustrations are numerous and good. The style is decidedly picturesque and graphic. We could wish we felt sure of the place which so good a book would fill as a school text-book in this country. Perhaps the enterprise of the publishers will succeed in discovering the opening. We certainly wish them all success in the effort.

ASIDE from all question of the good or the bad features of the work, one thing cannot fail to strike even the casual reader of *The Number Concept, Its Origin and Development*, by Levi Leonard Conant, (The Macmillan Co.), namely, that the title is a misnomer. "The number concept" is an attractive term, suggestive of the researches of psychology, of the contributions of pedagogy, and possibly of the growth of number symbols, written or spoken, in the various branches of the human race. But instead of fulfilling any such delightful promise, the work consists of a collection of the number words of many of the savage tribes which have been more or less scientifically studied, together with the author's comments on the same. The misnomer, however, is a matter of little moment, the real question being as to the scientific value of the collection. In general these number systems have been reported by observers of no etymological attainments, and are here given confessedly with no attempt at any scientific transliteration. Hence it would be quite impossible for anyone, however painstaking, to produce from the material now at hand an entirely satisfactory work. But unfortunately the very authors to whom a student would first look for help are either not mentioned at all, or used to no great purpose. For example, the contributions of such writers as Chasles, Friedlein, Cantor and several of the specialists to whom they refer, are not even named. Hankel is mentioned only to criticise (and justly) a single sentence in his history, Lubbock for only one paper, Gow's valuable chapter is apparently forgotten, and other familiar

names are wanting in the Index of Authors. Thus, in spite of a great deal of labor expended *con amore* in getting together material, the work falls short of being the continuation or expansion of the chapter on Counting, in Tylor's *Primitive Culture* doubtless intended by the author. Yet in spite of all this, and of the fact that many may hesitate to subscribe to the idea that "the study will be found to be quite complete," the book is full of interest and is deserving of a place in the teacher's library. Although the very thing in which the reader might naturally be most deeply interested, the origin of his own and the classical number words, is barely mentioned, the various scales used by the savage tribes of the present century are attractively presented and are relieved by a running comment which frees them of monotony. The subjects specially considered are Counting, Number System Limits, Origin of Number Words, Miscellaneous Bases, and the Quinary and Vigesimal Systems; and the fact that over a hundred authors are mentioned in the footnotes shows that some interesting material has been gathered.

TO THE EDITOR OF THE "SCHOOL REVIEW."

DEAR SIR :—I made a little discovery the other day that may be of interest to some of your readers. I had often noticed a tendency in my Latin classes to mispronounce the diphthong *æ*, saying, for instance, *pō - ē' - na*. Did anyone else ever have the same experience? The trouble is undoubtedly due to the fact that one of the first words many children learn is *poeta*. Why should this Greek loan-word be found in so many first-year Latin books?

Very truly yours,

THOS. S. COLE

CHESTER, PA.,

October 12, 1896